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ABSTRACT

Analysis of the vocational education and training (VET) sector in Australia shows that almost 1.54 million students undertook training in the publicly-funded VET sector; 51.5 percent were males and 48.5 percent were females; since 1997, total annual hours of training increased by 10.6 million to 312.8 million hours; and 4 fields of study accounted for most training activity: business, administration, and economics; engineering and surveying; multi-field education; and services, hospitality, and transportation. In the total number of enrollments in VET subjects exceeded 10 million for the first time, and the 5 most popular areas of learning were administration, business, economics, and law; engineering and processing; mathematics and computing; hospitality, tourism, and personal services; and humanities. More than 70 percent of VET students successfully completed 1 or more subjects. Qualifications classified under the Australian Qualification Framework accounted for more than half of qualifications issued. The majority of training was funded from recurrent state and territory allocations for VET and Commonwealth funds. Technical and Further Education (TAFE) and other government providers accounted for 75 percent of VET students; community providers for 15.2 percent; and other registered providers for 9.8 percent. (A final section provides a page of key facts and figures for each state and Territory, technical and explanatory notes are appended.) (YLB)



overview

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FOREWORD

About Australian VET Statistics 1998 - an Overview

Each year, the NCVER undertakes the national collection of vocational education and training (VET) data on behalf of the Australian National Training Authority (ANTA). The NCVER is pleased to be able to draw together information that is an outcome of effective co-operation between a large number of State, Territory and Commonwealth agencies, plus providers and organisations in the private sector.

Any person working with this rich set of information is immediately struck by:

- ▶ the enormous diversity and flexibility of the Australian VET system
- ▶ the varied backgrounds of the students who undertake VET and their patterns of participation
- ▶ the very high proportion of Australia's working-age population who undertake vocational education and training (over 12% in 1998)

This publication presents some of the highlights of publicly-funded VET activity in 1998. Figures are presented for Australia, with a page of key facts and figures for each State and Territory. The statistics demonstrate clearly the diversity of our publicly-funded VET system.

There have been a number of important advances in VET data collection and reporting in recent years. However, 1998 was a year of consolidation, with the scope and the Standard for the collection essentially the same as for 1997.

For 1998 NCVER has been able to include information about some important aspects of VET not covered in previous publications, for example, information about full-time students, correspondence students, more detailed demographic information, and even some estimates of the distance between where students live and the location of their training provider.

The present publication is one of a set providing information about vocational education and training which is funded, wholly or in part, from public funds. For more detailed information I refer readers to *Australian VET statistics 1998: In detail*, and *Australian VET statistics 1998: Financial data*, and to the range of specialist publications about VET in Australia available from the NCVER.

Chris Robinson
Managing Director
NCVER Ltd
September 1999

Related publications

Australian VET statistics 1998: In detail

Australian VET statistics 1998: Financial data

Australian VET - Young people 1997: An overview

Australian personal enrichment education and training programs statistics 1997: An overview

Australian VET 1997 commuter distances: An overview

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HIGHLIGHTS - 1998

The basic trend in 1998 was one of small but continued growth, in student numbers, hours of training as well as government spending on VET.

Who are VET students?

- ▶ In 1998, almost 1.54 million students undertook training in the publicly-funded VET sector. This indicates that in 1998 at least 12.0% of Australia's working age residents (15-64 year olds) were enrolled in some kind of vocational education and training.
- ▶ The estimated increase in student numbers is 76 600, or 5.3%, since 1997, and 187 800, or 13.9%, since 1996.
- ▶ Students enrolled in 1998 VET programs comprise 51.5% males and 48.5% females. In the past five years female participation has consistently increased at a higher rate than male participation.
- ▶ Training is undertaken by all age groups with young people (15 to 24 year olds) making up 38.2% of the students. A further 34.3% are 25 to 39 years old and 25.6% are aged 40 to 64 years.
- ▶ The group of 15 to 19 year olds is the only cohort of working age Australians for whom the growth in both participation numbers and as a proportion of Australia's population has accelerated in the last year.
- ▶ Approximately 7% of VET students are still attending school, and at least 10% completed school either in 1997 or 1998.
- ▶ In 1998, more than 140 000, or 9.1%, of the 1998 VET students, undertook 540 hours of training or more. They accounted for 35.7% of the annual hours delivered in the publicly-funded VET sector.

How much training was undertaken in 1998?

- ▶ The continued growth in the publicly-funded VET sector is also reflected in the total annual hours delivered. Since 1997, total annual hours increased by 10.6 million hours, or 3.5%, to 312.8 million hours.
- ▶ VET students undertake an average of 204 hours each (males: 207 hours, females: 200 hours).
- ▶ Short, focussed training programs, as well as part-time study spread over a number of years, are important features of the Australian VET system and indicate the available flexibility. Half of the students undertake less than 100 hours of training.
- ▶ Young people (15 to 24 year olds) account for more than half of the total annual hours delivered (53.9%). As a result the average number of hours undertaken per student is very much greater for this age group than for any other ten-year age cohort.
- ▶ Students in capital cities and other metropolitan areas undertake an average of 221 hours each, 47 hours more than students from rural and remote locations.
- ▶ Only 1% of students normally reside outside Australia. These students average more than 560 hours each, indicating that most of them study full-time.

What courses and subjects (modules) do VET students study?

- ▶ The other measures of VET delivery, course and subject enrolments, also show notable increase over 1997.
- ▶ The number of course enrolments has risen by 92 400, or 5.0%, to 1.94 million. It should be noted that almost 20% of students are enrolled in more than one course in a year.
- ▶ Similarly, the number of subject enrolments has increased by 825 400, or 8.4%, to 10.08 million.
- ▶ 43.4% of VET students are enrolled in short courses (courses of less than 50 hours), accounting for 5.4% of annual hours.
- ▶ Courses in the trade and skill-related areas account for 42.7% of enrolments and 48.1% of annual hours. These courses remain the major business area for VET in Australia.
- ▶ The most popular courses are in the business, economics and administration field of study, which account for 19.7% of annual hours in 1998. Other popular fields of study are engineering and surveying (16.4% of annual hours), and VET multi-field education (16.0% of annual hours) which often provide a foundation for further study in more specialised vocational fields.

- ▶ A majority of students undertakes subjects in more than one area of learning. The most popular areas of learning are administration, business and law (18.8% of annual hours), social, educational and employment skills (14.3%), engineering processing (13.8%), and mathematics and computing (10.9%).
- ▶ More students (almost 30%) undertake training at level III of the Australian Qualification Framework, or equivalent, than at any other qualification level.
- ▶ Enrolments in non-award courses have dropped from 22.8% in 1997 to 17.9% in 1998, reflecting the continued development of national accreditation and recognition arrangements.

What does VET deliver?

- ▶ Over 70% of the 1998 VET students successfully completed one or more subjects, and a further 3.9% were granted status or credit in one or more subjects through recognition of prior learning.
- ▶ Almost 63% of all annual hours undertaken in 1998 resulted in a successful subject outcome, and a further 2.5% of annual hours were granted status or credit through recognition of prior learning.
- ▶ Qualifications classified under the Australian Qualification Framework, or equivalent, account for more than half (56%) of qualifications issued in 1998 (54% in 1997). The remainder comprise endorsements to certificates, statements of attainment, certificates of competency, certificates of proficiency and others.

Who provides VET?

- ▶ TAFE and other government providers account for 75.0% of VET students and 86.4% of annual hours in 1998.
- ▶ Of the VET students, 15.2% undertake their training with community providers, accounting for 3.5% of the annual hours.
- ▶ Other registered providers, including enterprises, commercial providers and schools deliver VET to 9.8% of the students and account for 10.2% of the annual hours. This represents a growth of 62.8% in students and 65.8% in annual hours since 1997.

What does VET cost and who pays?

- ▶ The majority of training (87.5% of annual hours in 1998) is funded from recurrent State and Territory allocations for VET and Commonwealth funds disbursed by the Australian National Training Authority (ANTA).
- ▶ A further 3.7% of annual hours are funded from State/Territory and Commonwealth specific purpose allocations for VET.
- ▶ 8.7% of annual hours result from students who undertake training on a fee-for-service basis, with the costs of the training place paid by the student or an agency on behalf of the student, including students from overseas studying in Australia under specific visa arrangements on a fee-for-service basis.
- ▶ There has been a slow-down in growth in operating expenditures within the multi-billion dollar Australian VET system in comparison with previous years. In 1998, the operating expenditures of the publicly-funded VET sector totalled \$4.01 billion, an estimated increase of \$53.6 million, or 1.4%, over 1997.
- ▶ Expenditures to non-TAFE providers for VET delivery have increased by \$67.4 million (38.4%) to \$243 million (or 6.1% of total outlays) since 1997.
- ▶ Recurrent operating revenues totalled almost \$3.73 billion, a slight decrease on that achieved in 1997 (\$3.79 billion). The only sources of operating revenue which showed an increase on 1997 revenue figures were the State and Territory governments with a steady growth of \$64.1 million, or 3.0%, over 1997.

PUBLICLY-FUNDED VET IN AUSTRALIA - 1998

The basic trend in 1998 was one of continued but slower growth in all main features: VET student numbers, annual hours and government expenditures on VET.

Student numbers and patterns of participation

Almost 1.54 million students undertook training in the publicly-funded VET sector in 1998, an estimated increase of 76 600, or 5.3%, since 1997. However, the growth rate shows a slow-down as compared with 1997 (8.3% increase in student numbers from 1996 to 1997).

In 1998, 12.0% of Australia's working age population (15 to 64 year olds) undertook some kind of vocational training.

Of the 1998 VET students,

- ▶ 51.5% were male and 48.5% female.
- ▶ 21.3% were 15 to 19 years old, 16.9% aged 20 to 24, 34.3% of age 25 to 39, and 25.6% fell in the age group of 40 to 64 year olds.
- ▶ 6.1% were enrolled in subjects delivered by correspondence.
- ▶ Approximately 7% were still attending school, and at least 10% were school leavers (i.e. completed school either in 1997 or 1998).
- ▶ 9.1% were studying full-time (i.e. were enrolled in 540 annual hours or more).

The characteristics of students undertaking their training in the publicly-funded VET sector are discussed in more detail in the chapter 'Student characteristics - 1998' of this overview (pp. 21 to 29).

In this publication all male and female student numbers and annual hours, as well as student numbers and annual hours by age, have been distributed pro rata for each State/Territory to take into account a small amount of missing data. Small percentage changes from year to year in the quantum of total provision should not be regarded as material.

Population figures are cited from the following sources: Australia demographic statistics, September quarter 1998, ABS catalogue number 3101.0, 30 June estimates, and Population by age and sex, June 1997 to June 1998, ABS catalogue number 3201.0.

Annual hours – what they show

The growth in the publicly-funded VET sector is also reflected in the annual hours.

- ▶ From 1996 to 1998, the annual hours of vocational education and training have increased by 27.9 million from 284.8 million in 1996 to 312.8 million in 1998. This corresponds to an annual growth rate of 4.8%, which is slightly lower than the growth rate in student numbers.
- ▶ As with student numbers, the growth in VET activity measured in terms of annual hours has slowed down. The growth of 3.5% from 1997 to 1998 is significantly less than that from 1996 to 1997 (6.1%).

Successful subject completions totalled 195.8 million hours, or 62.6% , of the total annual hours with a further 17.8 million hours, or 5.7%, associated with reported recognition of prior learning and credit transfer.

The training load per student has decreased in the past two years. While in 1996, VET students undertook an average of 211 VET hours each, this number decreased by almost eight hours, or -3.6%, to 204 hours in 1998.

What are 'annual hours'?

Annual hours are used as a measure of total delivery. They are based on the standard curriculum hours for each subject (module) when the subject is undertaken in standard, supervised delivery mode, although some students undertake subjects in self-paced learning, flexible-delivery or distance-learning modes.

In 1998, males accounted for 52.3% of the annual hours while females accounted for 47.7%. Average hours per male student continue to be higher than for females, with males undertaking an average of 207 VET hours each, almost 7 hours more than females (200 hours).

Young students, on average, undertake more VET hours per year than older students (table 1):

- ▶ In 1998, 15 to 19 year olds made up 21.3% of the 1998 VET students, however, they accounted for 32.2% of the annual hours.
- ▶ The average annual hours per student decrease with age, from 308 hours for 15 to 19 year olds down to 90 hours or less for students aged 60 and above (figure 1).

Different patterns in the take-up of VET also occur across the geographic regions:

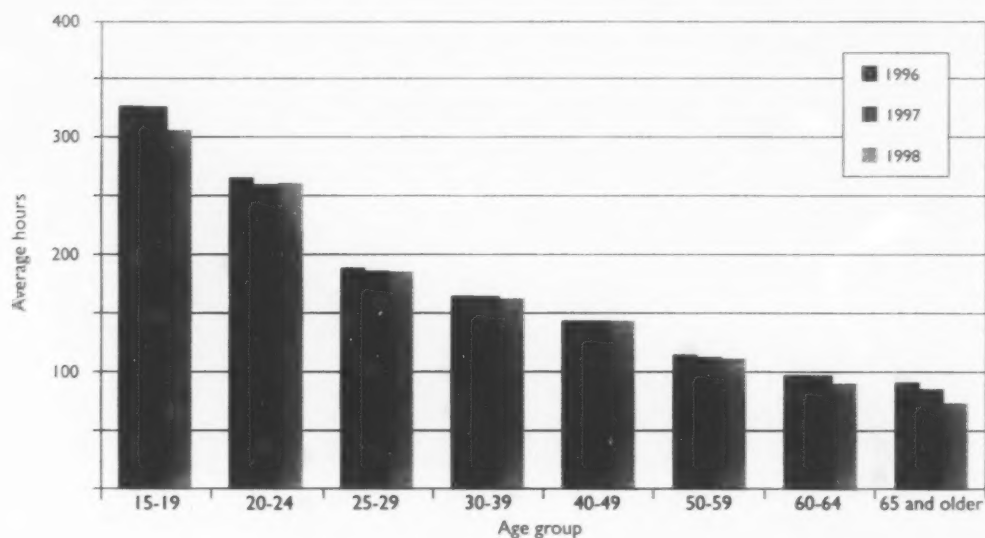
- ▶ Students from metropolitan areas, on average, undertake more annual hours each than students from rural and remote areas. In 1998, metropolitan students averaged 221 hours, about 27% more than students from rural and remote areas.
- ▶ Overseas students undertake far more annual hours than other VET students. In 1998 students from outside Australia averaged 565 hours each, 24 hours more than in 1996. For all other students, the annual take-up of training in terms of annual hours has dropped at an annual rate of around -2%.
- ▶ Students who live further away from their training provider tend to enrol in fewer hours in the year. The average for students commuting more than 50 kilometres is 171 annual hours, 17% less than the average for students who live within 20 kilometres of their training provider (206 annual hours per student). However, students with training more than 500km away from home average 198 hours each.

Table 1: Student participation and annual hours for five and ten-year age groups in 1996, 1997 and 1998

Age	1996	1997	1998			
	% students	% annual hours	% students	% annual hours	% students	% annual hours
14 and under	0.3	0.2	0.4	0.2	0.5	0.2
15-19	20.5	31.8	19.9	31.4	21.3	32.2
20-24	18.6	23.4	17.9	22.4	16.9	21.7
25-29	12.7	11.4	12.9	11.6	12.6	11.5
30-39	22.7	17.8	22.5	17.9	21.7	17.4
40-49	16.1	10.8	16.7	11.5	16.6	11.7
50-59	6.5	3.5	7.2	3.9	7.6	4.1
60-64	1.2	0.5	1.2	0.6	1.3	0.6
65 and older	1.4	0.6	1.3	0.5	1.4	0.5
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	1,347.4	284,831.4	1,458.6	302,199.6	1,535.2	312,776.8

PUBLICLY-FUNDED VET
IN AUSTRALIA

Figure 1: Average annual hours per VET student by age group



Courses – field of study and qualification level

Since 1997, the number of course enrolments increased by 92 400, or 5.0%, to 1.94 million.

Four fields of study accounted for a majority of training activity (65% of annual hours) in 1998 with very similar patterns for 1996 and 1997 (table 2). They are:

- ▶ Business, administration and economics courses with 19.7% of annual hours (1996: 20.5%, 1997: 19.3%)
- ▶ Engineering and surveying with 16.4% of annual hours (1996: 16.9%, 1997: 16.8%)
- ▶ VET multi-field education with 16.0% of annual hours (1996: 18.3%, 1997: 17.4%)
- ▶ Services, hospitality and transportation with 12.6% of annual hours (1996: 11.1%, 1997: 12.2%)

VET multi-field education is an important area of VET activity as it includes many general and preparatory courses which provide a foundation for further study in more specifically vocational fields.

Table 2. VET student participation and annual hours by field of study in 1996, 1997 and 1998

Field of study	1996			1997			1998		
	% students ¹	% annual hours	Average hours per student	% students ¹	% annual hours	Average hours per student	% students ¹	% annual hours	Average hours per student
Land and marine resources, animal husbandry	7.3	5.1	147	6.4	4.6	148	6.5	4.8	152
Architecture, building	6.4	7.3	241	5.7	6.5	236	5.5	6.5	241
Art, humanities and social sciences	8.5	7.9	195	8.2	8.2	207	7.5	8.1	219
Business, administration, economics	22.9	20.5	190	21.7	19.3	185	21.5	19.7	186
Education	1.9	0.6	71	2.7	1.3	98	2.6	1.3	100
Engineering, surveying	15.3	16.9	233	15.5	16.8	224	14.9	16.4	225
Health, community services	8.1	7.9	205	9.2	8.5	191	9.2	8.9	196
Law, legal studies	0.8	0.5	7.8	0.6	0.6	188	0.6	0.6	186
Science	7.8	3.7	100	8.0	4.5	117	7.7	4.9	130
Veterinary science, animal care	0.2	0.2	231	0.2	0.2	262	0.2	0.2	254
Services, hospitality, transportation	10.6	11.1	222	11.5	12.2	219	12.5	12.6	206
VET multi-field education	20.5	18.3	188	19.6	17.4	183	20.5	16.0	159
Subject only – no course	0.0	0.0	38	1.5	0.1	17	1.6	0.1	17
Total (%)	100.0	100.0	-	100.0	100.0	-	100.0	100.0	-
Total ('000)	1,347.4	284,831.4	210	1,458.6	302,199.6	207	1,535.2	312,776.8	204

- ▶ In 1998, 985 700 or 64.2% of the VET students were enrolled in courses classified under the Australian Qualifications Framework (AQF), or equivalent; these courses accounted for 1.7% of enrolments and 85.1% of annual hours (table 3).
- ▶ Courses classified as AQF-level III, or equivalent, accounted for 29.6% of the students enrolled in AQF courses and 25.7% of annual hours (table 4).
- ▶ Courses classified as AQF-diplomas, or above, accounted for 20.1% of the students enrolled in AQF courses and 27.2% of annual hours (table 4).

¹Students can be enrolled in more than one field of study. Therefore the percentages shown in the '% students' column sum to more than 100.

Table 3: Student participation, course enrolments and annual hours by qualification in 1998

Qualification	% students ²	% course enrolments	% annual hours
AQF or equivalent	64.2	61.7	85.1
Other awards	22.6	20.4	10.3
Non-award	19.6	17.9	4.5
Module only	1.6	0.0	0.1
Total (%)	100.0	100.0	100.0
Total ('000)	1,535.2	1,936.6	312,776.8

Table 4: Student participation, course enrolments and annual hours for VET courses classified under major awards of the Australian Qualification Framework (AQF) or equivalent³ in 1998

AQF level	% students ⁴	% course enrolments	% annual hours
Senior secondary	0.5	0.4	0.6
Certificate I	11.1	10.2	7.6
Certificate II	23.0	20.8	17.0
Certificate III or equivalent	29.6	25.8	25.7
Certificate IV or equivalent	16.7	14.5	14.5
Diploma and above	20.1	18.5	27.2
AQF-level not known	10.9	9.7	7.4
AQF - total (%)	100.0	100.0	100.0
AQF - total ('000)	985.7	1,194.5	266,234.7

²Students can be enrolled in more than one course belonging to more than one qualification category. Hence the percentages shown in the '% students' column sum to more than 100.

³Includes historical qualification categories established under the Register of Awards in Tertiary Education (RATE)

⁴Students can be enrolled in more than one course belonging to more than one AQF qualification category. Hence the percentages shown in the '% students' column sum to more than 100.

Subjects – area of learning and number of subjects undertaken

In 1998, the total number of enrolments in VET subjects (modules) exceeded ten million for the first time. Since 1997, the number of subject enrolments increased by 825 400, or 8.4%, to 10.08 million.

Somewhat similar patterns to field of study are observed when training activity is considered by subject area of learning, which describes the content or subject matter independently of the course in which it is embedded.

The five most popular areas of learning in 1998 are (table 5):

- ▶ Administration, business, economics and law with 18.8% of annual hours (1996: 17.6%, 1997: 18.0%)
- ▶ Engineering and processing with 13.8% of annual hours (1996: 15.1%, 1997: 14.5%)
- ▶ Mathematics and computing with 10.9% of annual hours (1996: 10.5%, 1997: 10.4%)
- ▶ Hospitality, tourism and personal services with 7.9% of annual hours (1996: 6.9%, 1997: 7.3%)
- ▶ Humanities with 7.5% of annual hours (1996: 7.8%, 1997: 7.9%)

Table 5: Subject enrolments, student participation and annual hours by area of learning in 1996, 1997 and 1998

Area of learning	1996			1997			1998		
	% students ¹	% subject enrolments	% annual hours	% students ¹	% subject enrolments	% annual hours	% students ¹	% subject enrolments	% annual hours
Humanities	24.6	7.1	7.8	25.8	7.2	7.9	26.0	6.8	7.5
Social studies	3.9	1.2	1.6	3.9	1.2	1.7	3.7	1.2	1.8
Education	4.6	1.2	1.4	5.1	1.3	1.3	4.9	1.2	1.2
Sciences	8.5	2.4	2.7	9.8	2.6	2.7	9.1	2.5	2.7
Mathematics, computing	29.8	13.6	10.5	30.9	13.2	10.4	31.6	13.5	10.9
Visual/performing arts	5.1	3.2	4.5	5.3	3.0	4.5	5.3	3.0	4.6
Engineering, processing	19.4	13.7	15.1	19.1	12.4	14.5	19.1	11.6	13.8
Health sciences	20.4	7.9	6.4	23.2	8.4	6.7	24.9	9.4	7.1
Administration, business, economics, law	33.3	19.8	17.6	33.7	20.2	18.0	34.5	20.8	18.8
Built environment	7.3	5.3	6.2	6.5	4.5	5.5	6.6	4.5	5.5
Agriculture, renewable resources	8.5	4.5	4.5	7.8	4.2	4.1	7.8	4.7	4.1
Hospitality, tourism and personal services	9.4	8.8	6.9	10.3	9.5	7.3	12.2	9.2	7.9
Social, educational and employment skills	31.2	11.3	14.7	33.5	12.3	15.5	34.1	11.5	14.3
Total (%)	(5)	100.0	100.0	(5)	100.0	100.0	(5)		
Total ('000)	1,347.4	8,464.1	284,831.4	1,458.6	9,880.7	302,199.6	1,535.2	10,706.1	312,776.8

An important feature of VET participation is the relatively large number of students who enrol in relatively few subjects (modules) or undertake a small number of hours in a year. For example, in 1998 almost 60% of VET students enrolled in four or less subjects and half of the students undertook less than 100 annual hours (see section 'Part-time and full-time participation in VET' on page 24 for more details).

Subject participation patterns also show the following (table 6):

- ▶ In 1998 over 45% of students undertook one or two subjects in the year. Annual hours for this group account for just over ten per cent of the total.
- ▶ More than one fifth of students' (20.5%) were enrolled in more than ten subjects. They accounted for more than half of the total annual hours (51.7%).

¹Students can be enrolled in more than one area of learning. Hence the percentages shown in the '% students' column sum to more than 100.

Students in vocational programs averaged 204 hours of training each in 1998. However, there is considerable variation around this average (table 6).

- Of the VET students, more than one third (35.3%) enrolled in less than 50 hours of training. However, this group accounted for a very small proportion of annual hours (3.7%).
- Almost ten per cent of the students (9.8%) were enrolled in more than 540 annual hours and accounted for 39% of total annual hours. This group, which is generally regarded as the 'full-time' students, is discussed in a separate section (pp. 24 to 25).

Each year a small number of students enrol with VET providers for the purpose of obtaining status or credit through recognition of prior learning (RPL) or credit transfer arrangements and undertake no other training. This group accounts for less than one per cent of students but more than five per cent of annual hours (table 6).

Table 6: VET student participation and annual hours by number of subject enrolments per student and by annual hours per student

Number of subjects in which enrolled	% students 1998	% annual hours 1998
1-2	45.3	10.3
3-4	12.8	7.8
5-7	11.4	11.4
8-10	9.2	13.0
11-15	8.4	16.0
16 or more	12.1	35.7
RPL/Credit transfer only students	0.8	5.7
Total (%)	100.0	100.0
Total ('000)	1,535.2	312,776.8

Annual hours of student subject enrolments	% students 1998	% annual hours 1998
Less than 50	35.3	3.7
50 to 99	13.6	4.6
100 to 199	15.2	10.4
200 to 539	26.1	42.2
540 or more	9.8	39.0
Total (%)	100.0	100.0
Total ('000)	1,535.2	312,776.8

Outputs – successfully completed subjects and qualifications issued

Outputs from the Australian VET system fall into three broad categories:

- ▶ Successfully completed subjects (modules)
- ▶ Status or credit granted through recognition of prior learning (RPL) or credit transfer arrangements
- ▶ Qualifications issued for successfully completed courses.

In addition, some students leave the system after having achieved an outcome which meets their personal goals. These outcomes may not be recorded as a successful outcome in provider management information systems, for instance, unemployed students leaving to take up employment.

Successfully completed subjects

Table 7: Subject enrolments, student participation and annual hours by subject outcome in 1996, 1997 and 1998

	1996			1997			1998		
	% student ^a	% subject enrolments	% annual hours	% students ^b	% subject enrolments	% annual hours	% students ^b	% subject enrolments	% annual hours
Assessed – Pass	58.5	60.5	56.5	59.0	59.2	57.2	60.6	59.2	57.0
Assessed – Fail	9.7	4.7	5.1	10.2	4.9	5.3	15.6	7.6	8.4
Assessed – Result withheld	4.3	2.1	2.0	5.0	2.2	2.3	1.6	0.5	0.5
Satisfactorily completed class hours	19.9	6.7	8.0	18.6	5.7	6.9	18.1	4.8	5.6
Not assessed – Continuing studies	10.7	5.6	6.0	8.9	5.0	5.3	10.9	8.1	7.7
Recognition of prior learning	3.0	1.9	1.8	3.5	2.3	2.1	3.9	2.6	2.5
Credit transfer	3.2	3.0	2.6	3.2	3.3	3.0	3.1	3.3	3.2
Withdrawal	16.9	10.0	11.4	15.7	8.8	10.4	15.3	8.1	9.6
Outcome not reported	18.5	5.6	6.6	20.0	8.7	7.5	15.7	5.9	5.5
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	1,347.4	8,464.1	284,831.4	1,458.6	9,880.7	302,199.6	1,535.2	10,706.1	312,776.8

Almost two-thirds of training activity (64% of subject enrolments and 63% of annual hours) resulted in a successful completion (table 7).

- ▶ 59.2% of subject enrolments and 57.0% of annual hours were reported in a successful subject completion. These figures have remained essentially unchanged over the past two years.
- ▶ 4.8% of subject enrolments and 5.6% of annual hours were reported as 'student not assessed – satisfactory completion of class hours'.

A further 5.8% of subject enrolments resulted in the granting of status or credit, comprising

- ▶ 2.6% through recognition of prior learning; and
- ▶ 3.3% through status or credit granted for subjects successfully completed elsewhere.

More than 1.1 million, or 72.4% of VET students, successfully completed one or more subjects in 1998. The hours associated with successfully completed subjects totalled almost 196 million hours, or 66.4% of the total annual hours undertaken^c (table 8).

- ▶ The largest single group of 'completers' is the students who completed one or two subjects. They represent 45.2% of all students who successfully completed at least one subject in 1998, and they contributed 11.7% to the total hours successfully completed (table 8).
- ▶ Although students who completed more than ten subjects represent less than one fifth (18.1%) of students with successful subject completion(s), they contributed almost half (49.9%) to the successfully completed annual hours in 1998 (table 8).

^aSome students have results in more than one category. Hence the percentages shown in the '% students' column sum to more than 100.

^cexcluding RPL and credit transfer

Table 8: Student participation and annual hours by subject completions per student

Number of successfully completed subjects in which enrolled	% students 1998	% annual hours 1998
1-2	45.2	11.7
3-4	14.1	9.4
5-7	12.9	14.0
8-10	9.6	15.1
11-15	8.0	17.0
16 or more	10.1	32.9
Total (%)	100.0	100.0
Total ('000)	1,111.3	195,754.0

The proportion of hours undertaken* which are successfully completed increases slightly with student load, from 57.1% for students who undertook less than 50 hours in the year, to 64.1% for students undertaking 540 hours or more, with an overall rate of 62.6%.

Qualifications issued

The national collection of VET data reports some information about qualifications issued. This does not as yet provide a full measure of successfully completed courses or of qualification eligibility.

In 1998, an estimated 350,000 students completed at least one course for which a qualification has been, or will be, issued. This represents an increase of about 12% over 1997, and 21% over 1996.

- More than half of the qualifications issued are under the Australian Qualification Framework (AQF), or are qualifications equivalent to an AQF qualification. Of those, qualifications at level III, or equivalent, make up the largest group (table 9).
- As a result of the transition to the Australian Qualification Framework, qualifications issued and classified under AQF have experienced significant growth over the past two years (table 10). In particular,
 - The number of AQF-II level qualifications rose from 17 200 in 1996 at an annual growth rate of more than 68% to an estimated 48 600 in 1998.
 - The number of AQF-I level qualifications increased from 7 900 in 1996 to an estimated 18 400 which corresponds to an annual growth of more than 52%.
 - The number of AQF-III level qualifications grew from 33 200 in 1996 at an annual rate of more than 25% to an estimated 52 600 in 1998.

Reporting of qualifications issued

Owing to variations in business practices among States and Territories, information about qualifications attained is incomplete. These data refer only to qualifications which have been issued by the awarding authority and taken out by the student. Processes to address this area have been initiated by the Australian National Training Authority (ANTA).

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*excluding RPL and credit transfer

Table 9: Estimated course enrolments for which a qualification has been issued, by year of completion and qualification class.

Qualifications issued	Year in which course was completed		
	1996	1997 ^a	1998 ^b
AQF or equivalent (%)	51.4	53.6	55.7
Other awards (%)	48.6	46.4	44.3
Total (%)	100.0	100.0	100.0
Total ('000)	290.4	314.6	352.4

Table 10: Estimated course enrolments for which a qualification classified under the AQF, or equivalent^c, has been issued, by year of completion and qualification issued.

AQF Qualifications issued	Year in which course was completed		
	1996 %	1997 ^d %	1998 ^e %
Senior secondary	0.1	0.0	0.1
Certificate I	5.3	7.9	9.3
Certificate II	11.5	19.8	24.8
Certificate III or equivalent	22.2	26.4	26.8
Certificate IV or equivalent	15.9	16.2	16.0
Diploma and above	15.9	14.2	12.6
AQF-level not known	29.1	15.4	10.5
AQF-total (%)	100.0	100.0	100.0
AQF-total ('000)	149.3	168.8	196.4

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^aQualifications issued in 1997 are estimates only. They include an estimated 600 qualifications issued in 1997 which are likely to be reported in 1999 and 2000.

^bQualifications issued in 1998 are estimates only. They include more than 15 000 qualifications issued in 1998 which are expected to be reported in 1999, 2000 and thereafter.

^cIncludes historical qualifications categories established under the Register of Awards in Tertiary Education (RATE)

^dAQF qualifications issued in 1997 are not totally complete. An estimated 500 AQF qualifications issued in 1997 will be reported in 1999 and have been included in the estimates shown in table 10.

^eAQF qualifications issued in 1998 are not complete. It is estimated that more than 13 500 qualifications issued in 1998 will be reported in 1999, 2000 and thereafter. These estimates have been included in table 10.

Resources – operating revenues, operating expenses and financial position

1998 is the second year of reporting on an accrual basis. The transition from reporting on a cash basis to an accrual basis, as introduced in 1997, has been accomplished smoothly and resulted in significant enhancements to the information available about the resourcing of the publicly-funded VET sector. The information extracted from the accrual-based statements prepared by the States, Territories and ANTA, includes:

- ▶ revenues and expenses (to show financial performance)
- ▶ assets and liabilities (to show financial position)
- ▶ cash flows (to show how activities are financed)

The Australian VET system is a multi-billion dollar industry. In 1998, the recurrent operating expenditures of the publicly-funded sector of the system totalled \$4 007 million. The private part of the sector is believed to be of similar size.

The 1998 operating expenditures of the publicly-funded VET system generated over 312 million hours of training activity and involved 1.54 million students. Nationally, the average expenditure on training using the full accrual figures was slightly under \$13 per hour and \$2 610 per VET student¹⁴.

Table 11: Operating revenues by revenue classification

Operating revenues ¹⁵	% 1996	% 1997 ¹⁶	% 1998
State/Territory government	57.6	56.1	58.8
Commonwealth government	23.7	25.0	23.2
Fee-for-service activity	9.6	9.3	8.7
Ancillary trading and other activity	4.9	5.5	5.2
Student fees and charges	4.1	4.1	4.2
Total ('000,000)	3,593.4	3,787.1	3,726.3

Table 12: Operating expenditures by expenditure category

Operating revenues ¹⁵	% 1996	% 1997 ¹⁶	% 1998
Employee cost	67.3	62.1	61.6
Supplies and services	23.3	22.6	22.5
Payments to non-TAFE providers for VET delivery	3.1	4.4	6.1
Grants and subsidies	6.3	5.0	4.0
Depreciation and amortisation ¹⁷	-	5.8	5.8
Total ('000,000)	3,535.5	3,953.6	4,007.2

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¹⁴At the present time DETYA payments made directly to some providers, and the operating costs of the DETYA VET division, are not included in the national total from which these averages are calculated.

¹⁵The 1997 and 1998 data are accrual-based, whereas the 1996 data are cash-based. This limits any direct comparison between years.

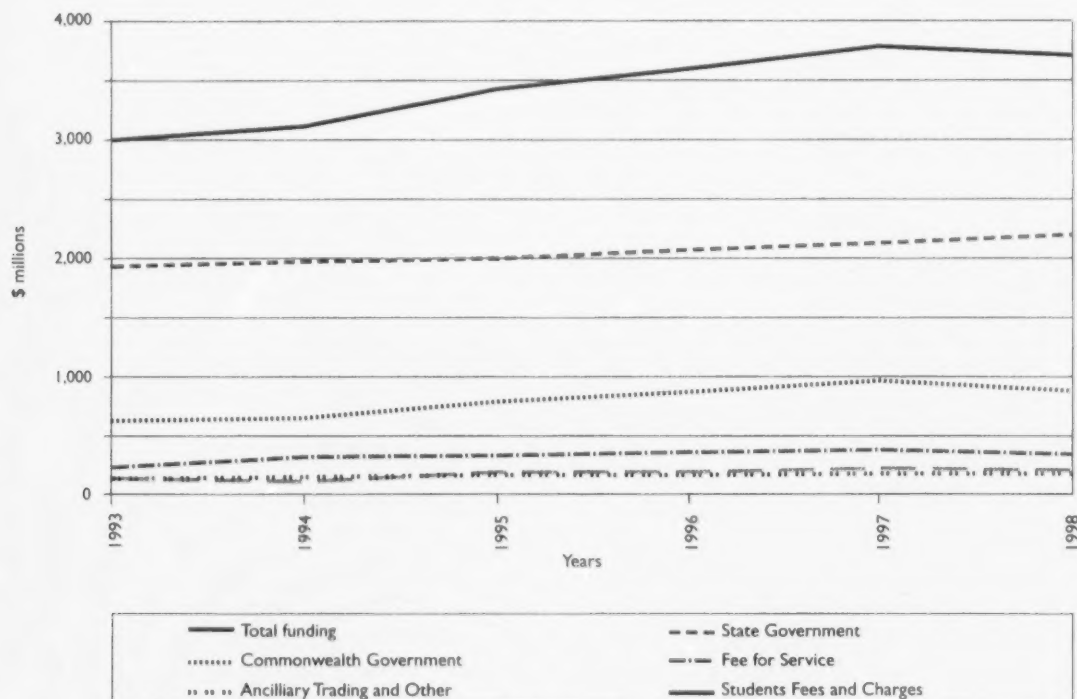
¹⁶Revised figures for 1997.

¹⁷Not available under cash-based reporting.

Operating revenues

In the six years 1993 to 1998, operating revenues have risen by almost \$730 million (24.3%), corresponding to an annual growth rate of less than 4.5%. Revenues from government have contributed about \$511 million (70.1%) towards this increase. There have also been significant increases in revenue from fee-for-service operations of more than \$103 million (14.2%). Fee-for-service operations represent 8.7% of total revenue in 1998 compared with 7.3% in 1993. Figure 2 details operating revenues from 1993 to 1998.

Figure 2: Operating revenues by revenue classification, 1993 to 1998



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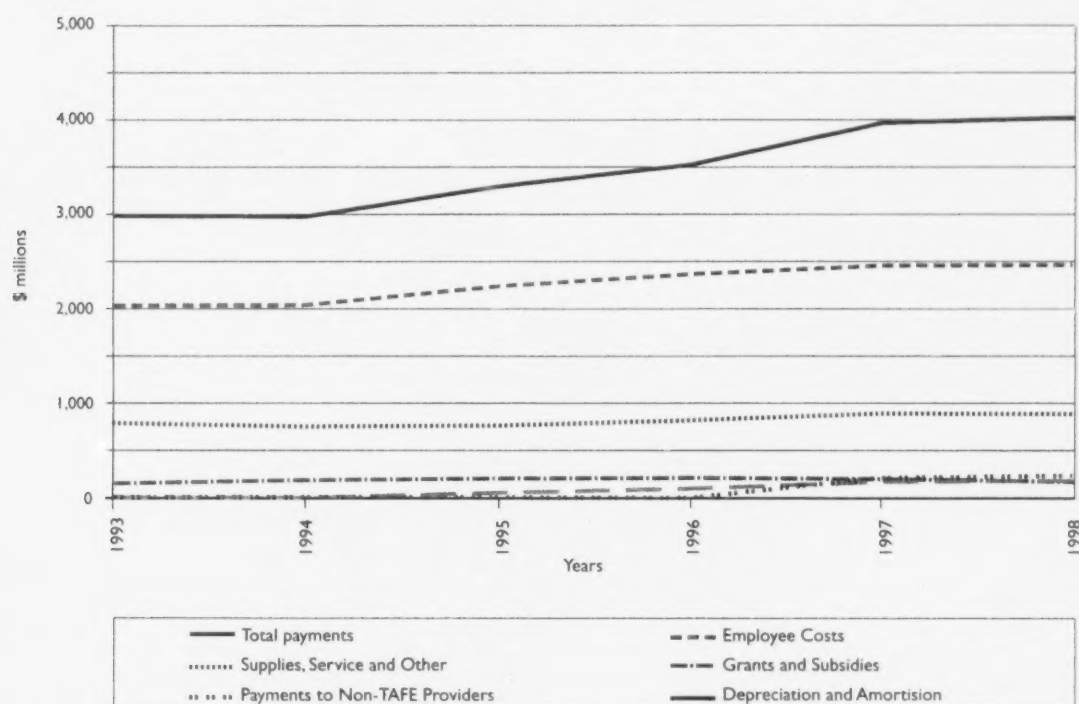
Operating expenditures

Operating expenditures in 1998 totalled \$4.01 billion, an estimated increase of 1.4% on 1997. The major components of expenditure are:

- ▶ Employee costs, the largest single component of expenditure, which represent 61.6% of the total in 1998 similar to 62.1% in 1997. However, employee costs as a percentage of total costs are continuing to fall from a high of 68.7% in 1993 to the present level of 61.6%.
- ▶ Supplies, services and other categories which represent 22.5% of total expenditure in 1998. As with employee costs, supplies, services and other as a percentage of total costs are continuing to fall from a high of 26.5% in 1993 to the present level of 22.5%.

Although the longer trend is one of growth there has been a slowing down in the rate of growth in 1998 (figure 3), in line with the growth in the private provider market. In the six years 1993 to 1998 operating expenditures have risen by \$1,032 million (34.7%). An important component of this increase is an increase of \$243 million (23.6%) in payments to non-TAFE providers to deliver VET programs.

Figure 3: Operating expenditures by category, 1993 to 1998



Financial position

Current assets of \$692 million exceed current liabilities of \$338 million, indicating that the VET sector is able to meet its liabilities as and when they fall due.

The net assets (total assets less liabilities) of the publicly-funded VET sector in Australia as at the end of 1998 were reported as \$5.57 billion, \$502 million, or 9.9%, more than at the end of 1997. The main asset category is property, plant and equipment (\$5.382 billion), carried at valuation, with land and buildings representing 92.2% of this category.

In prior years the Commonwealth and State and Territory governments have funded capital projects for the purchase of capital, plant and equipment. Accordingly, there is very little debt funding.

Training providers

Publicly-funded vocational programs were delivered by

- ▶ 92 TAFE colleges at more than 1 000 different locations
 - ▶ 575 community centres
 - ▶ almost 2 000 other providers(mainly private providers)
- ▶ TAFE and other government providers continue as Australia's most significant providers of VET. In 1998, they delivered training to 75.0% of the VET students and accounted for 86.4% of the annual hours.
- ▶ Community providers are Australia's most important providers of recreation, leisure and personal enrichment programs. However, they also play a significant role in the delivery of VET. In 1998, 15.2% of the VET students undertook their training with community providers, accounting for 3.5% of the annual hours.
- ▶ In line with national objectives, delivery by other registered providers, including private providers, has increased significantly in the last few years. Private providers delivered training to 9.8% of VET students and accounted for 10.2% of the annual hours. This represents a growth of 62.8% in students and 65.8% in annual hours since 1997.

Table 13 shows the geographic participation patterns for students by training provider. The distribution of students enrolled with the three provider groups, TAFE providers, community providers and private providers, across the geographic regions of Australia are broadly the same. However,

- ▶ Students enrolled with community providers are about five times less likely to live in remote areas than students who are enrolled with TAFE or private providers.
- ▶ Students enrolled with other (private) providers are significantly more likely to come from other metropolitan areas than students enrolled with community or TAFE providers.

Table 13: Student participation and annual hours by training provider and geographic region

	Training Provider								Australian population
	TAFE and other government		Community		Other		Total		
Geographic region	% students	%annual hours	% students	%annual hours	% students	%annual hours	% students	%annual hours	% persons
Capital City	57.7	62.0	61.0	66.0	58.1	59.0	58.2	61.9	64.1
Other Metro	7.0	7.1	5.6	4.3	10.4	9.9	7.1	7.2	7.5
Rural	29.9	25.0	32.5	28.7	27.5	27.7	30.1	25.4	25.6
Remote	4.1	2.6	0.8	0.9	3.8	3.3	3.5	2.6	2.9
Outside Australia	1.4	3.3	0.0	0.0	0.1	0.2	1.1	2.9	-
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	1,150.7	270,083.2	233.8	10,924.8	150.8	31,768.7	1,535.2	312,776.8	18,751.0

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STUDENT CHARACTERISTICS – 1998

Participation in vocational education and training programs has experienced steady growth in the last years, both in absolute student participation numbers as well as proportionally to Australia's population (table 14).

Table 14: VET participation in 1996, 1997 and 1998.

	1996	1997	1998
Student numbers in VET ('000)	1,347.4	1,458.6	1,535.2
% of Australia's resident population	7.4	7.9	8.2
% of Australia's working age population	10.9	11.6	12.0
Annual hours in VET ('000 000)	284.8	302.2	312.8
Average annual hours per student	211.4	207.2	203.7

- ▶ In the past two years, student numbers increased by 188 000 from 1.35 million in 1996 to 1.54 million in 1998. This corresponds to an annual growth rate of about 6.7%.
- ▶ While in 1996 10.9% of Australia's working age population (15 to 64 year olds) undertook some kind of vocational education and training, this ratio increased by 1.2 percentage points to 12.0% in 1998.
- ▶ However, the growth rate shows a slow-down during 1998. At 8.3%, the growth in VET student numbers was more from 1996 to 1997 than from 1997 to 1998 (5.3%).

Age and sex

Over the last years, female participation increased at a higher rate than male participation.

- ▶ While in 1996, 640 900 females participated in VET, this number grew to 701 600 in 1997 and 744 500 in 1998. The same figures for males are 706 500, 757 000 and 790 700, respectively (figure 4).
- ▶ Females now account for 48.5% of Australia's VET students, 0.9 percentage points more than in 1996 (47.6%), see table 15.
- ▶ From 1996 to 1998, female student numbers increased by 103 600 (males by 84 200). This corresponds to an annual growth of 7.8%, 2.0 percentage points more than that for male students (5.8%).

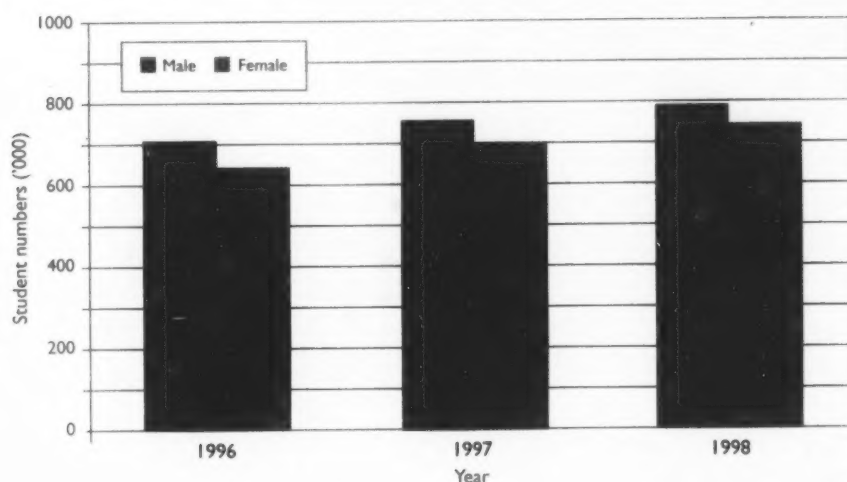
The breakdown of annual hours by sex is similar to the breakdown of student numbers (table 15).

Table 15: Male and female VET participation in 1996, 1997 and 1998

Sex	1996		1997		1998	
	% students	% annual hours	% students	% annual hours	% students	% annual hours
Males	52.4	53.3	51.9	52.6	51.5	52.3
Females	47.6	46.7	48.1	47.4	48.5	47.7
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	1,347.4	284,831.4	1,458.6	302,199.6	1,535.2	312,776.8

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Figure 4: VET participation by sex in 1996, 1997 and 1998



Students of all ages undertake vocational education and training. However, VET students, on average, are younger than the Australian population.

- ▶ The median age of the 1998 VET students is significantly lower (28.4 years) than that of the resident population of Australia (34.6 years). However, it is much higher than the median age of apprentices and trainees (20.4 years) and that of university students (21.8 years)¹⁶ in Australia (table 16).
- ▶ The average age of VET students is 31.5 years, 4.5 years less than the average age of Australia's population (36.0 years, table 16).
- ▶ Young people (15 to 24 year olds) make up 38.3% of the 1998 VET students but only 14.3% of Australia's resident population.
- ▶ The second largest group (in 10-year cohorts) is the 30 to 39 year olds who account for 21.7% of the 1998 VET students (and 11.5% of Australia's population).

Average Age, Median Age - What is the difference?

The average age is the statistical mean of the age of persons under consideration. The median age, on the other hand, is the age at which half of the persons under consideration are older and half are younger.

Table 16: Median and average ages in Australia, 1998

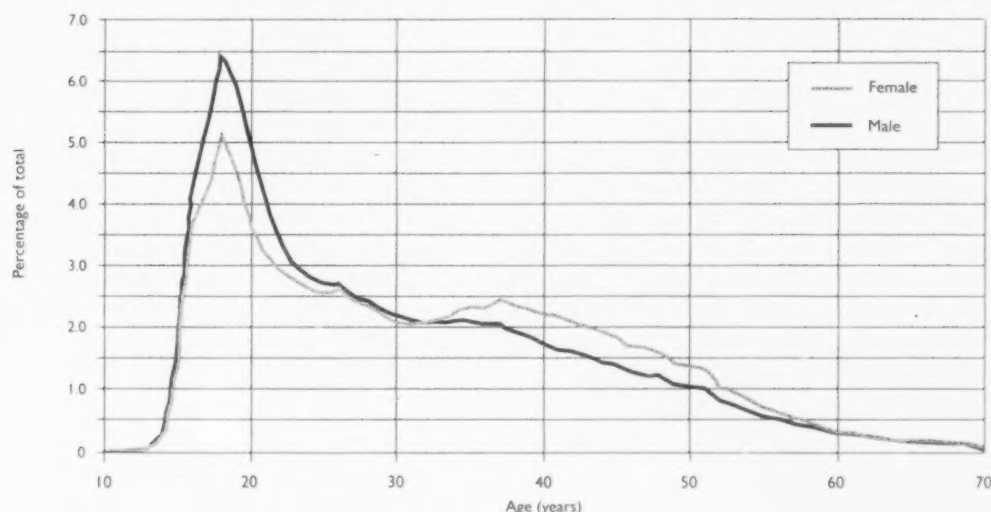
(years)	Median age	Average age
VET students	28.4	31.5
Students in higher education	21.8	26.0
Apprentices and trainees in training	20.4	23.9
Australian population	34.6	36.0

Although the patterns of male and female participation by age show broad similarities, there are also some noticeable differences (figure 5).

- ▶ Male and female participation show a pronounced peak for younger ages, with highest participation rates at around 19 years.
- ▶ In the 15 to 24 years age cohort female participation (34.4%) is much lower than male participation (41.9%), and much higher in the cohort of 35 to 54 year olds (females: 36.4%, males: 29.1%)
- ▶ However, while male participation decreases with age, female participation shows a second, broad and flat, peak in the high thirties.

¹⁶Source: Selected higher education student statistics, 1998, Department of Education, Training and Youth Affairs, 1998.

Figure 5: Male and female VET participation by age in 1998



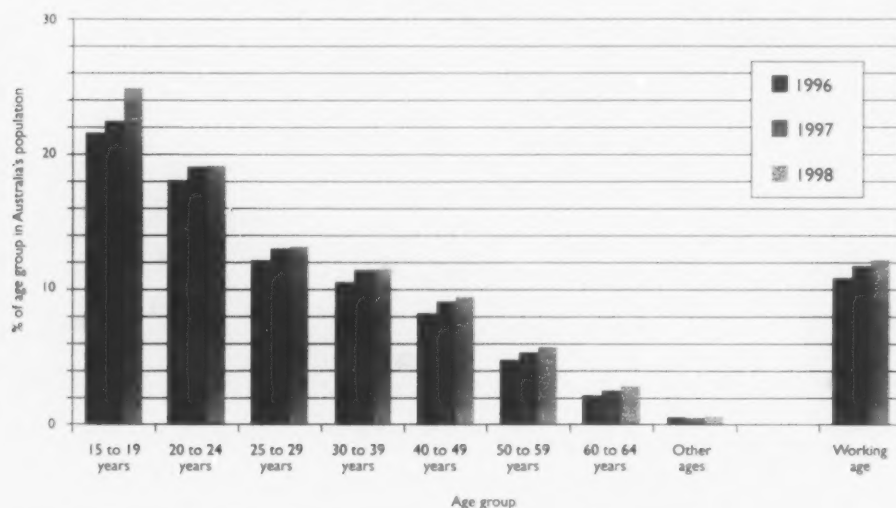
Since 1996 VET participation has grown across all age groups of Australia's resident population (figure 6). Growth rates, however, have slowed down in the last year. The largest increase occurs for students of older age (40 years or older) and for teenagers (19 years or younger, table 17).

- ▶ In 1998, 24.9% of Australia's 15 to 19 year olds undertook some kind of vocational education and training. In 1996, the same figure was 21.6% (figure 6), indicating an above average annual growth rate in participation numbers for this age group (8.9%, table 17).
- ▶ The cohort of 15 to 19 year olds is the only age group of Australia's 15 to 64 year olds for whom the growth in both total participation numbers and as a proportion of population accelerated in the last year.
- ▶ VET students in their early twenties (20 to 24 years), on the other hand, show an annual growth rate (1.7%) well below the growth rate of the whole VET population (6.7%).
- ▶ VET participation of 20 to 24 year olds has slightly declined in the last year, by 0.3% since 1997. This is most likely related to the drop in population numbers for this age cohort (by 0.8% from 1.37 million in 1997 to 1.36 million in 1998).
- ▶ Of all age cohorts, the 50 to 64 year olds show the largest growth rates over the two-year period under consideration. While in 1996 only 4.0% of Australia's 50 to 64 year olds participated in VET, this figure increased by 0.9 percentage points to 4.9% in 1998 corresponding to an annual growth rate of 15.4% in participation numbers.

Table 17: Changes in VET participation numbers by age groups

Age group	1996 ('000)	1997 ('000)	1998 ('000)	% change 1997 to 1998	% annual change (1996 to 1998)
15 to 19 years	276.4	290.5	327.7	12.8	8.9
20 to 24 years	251.0	260.5	259.7	-0.3	1.7
25 to 29 years	171.5	188.0	193.4	2.8	6.2
30 to 39 years	305.5	328.3	333.5	1.6	4.5
40 to 49 years	216.5	242.9	255.4	5.2	8.6
50 to 59 years	87.4	105.5	116.8	10.8	15.6
60 to 64 years	15.6	18.2	20.3	11.5	14.2
Under 15 and over 64 years	23.5	24.7	28.4	15.2	9.9
All VET students	1,347.4	1,458.6	1,535.2	5.3	6.7

Figure 6: VET participation for five and ten-year age cohorts in 1996, 1997 and 1998 as a proportion of the corresponding age cohorts in the Australian population

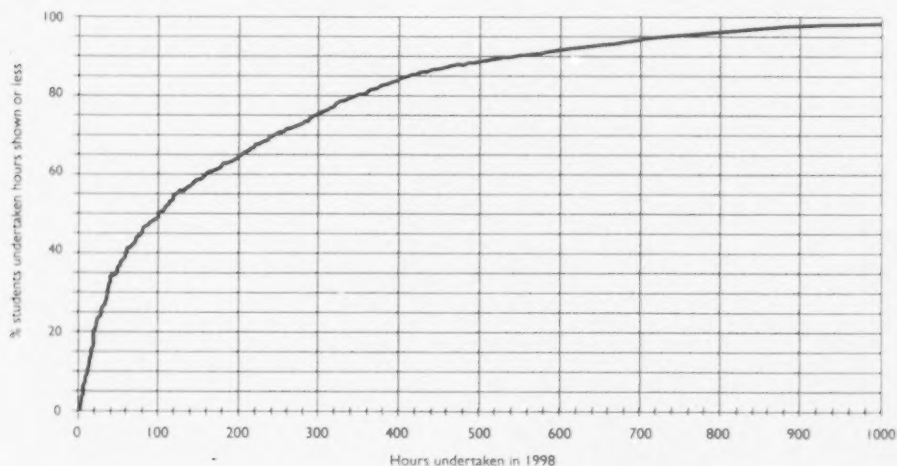


Part-time and full-time participation in VET

Vocational education and training can involve few or many hours of study, depending on the needs of the student and the VET program undertaken. In this section we concentrate on those students who were full-time for all or most of the year, that is, they undertook 540 hours or more in 1998. These students:

- ▶ represent 9.1% of the students undertaking VET in 1998
- ▶ account for 35.7% of the total annual hours delivered in the publicly-funded VET sector in 1998

Figure 7: Cumulative frequency distribution of 1998 VET students by hours of training



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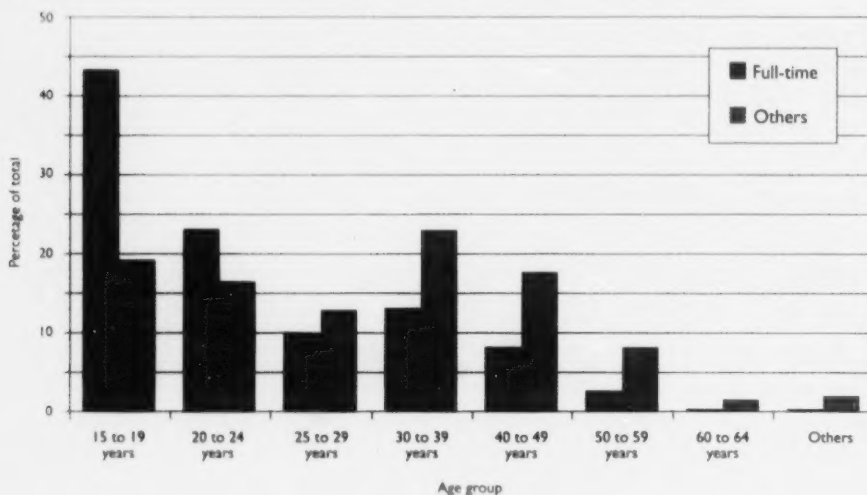
The number of full-time students has declined over the past two years.

- ▶ While in 1996 146 500, or 10.9%, of the VET students were enrolled in 540 hours or more, this number dropped to 141 300 (or 9.7%) in 1997 and 140,300 (or 9.1%) in 1998.

Full-time VET students have a different profile compared with other students (who undertake less than 540 hours of training per year). They are more likely to be young, not employed, and live in metropolitan areas or come from overseas.

- ▶ About half (49.9%) of the full-time students are female.
- ▶ 91.0% of the full-time students are enrolled with TAFE or other government training institutes, 7.6% with private providers and 1.4% with community providers. Students who are not full-time, on the other hand, comprise 73.3% TAFE students, 16.6% students enrolled with community providers and 10.0% enrolled with private providers.
- ▶ Victoria has the most full-time students (33.5%) of all States/Territories in Australia, followed by New South Wales (26.3%) and Queensland (19.8%). Of the students, who were not full-time for all or most of 1998, 34.4% undertook their training in New South Wales, 27.4% in Victoria, and 16.6% in Queensland.
- ▶ The ACT has the highest proportion of full-time students (18.1% of VET students in the ACT), while the Northern Territory and South Australia have the lowest (5.2% and 5.3%, respectively).
- ▶ Young people (15 to 24 year olds) make up 66.0% of the full-time students but only 35.4% of the other students (figure 8).
- ▶ 69.7% of the full-time students live in metropolitan areas, 25.1% in rural and remote areas and 5.3% come from overseas. For students who are not full-time for all or most of the year, the participation pattern is: 64.9% metropolitan, 34.5% rural and remote, and 0.6% overseas.
- ▶ Of those full-time students who provided information on their employment status, 33.5% were unemployed and a further 23.3% not in the labour force. This contrasts with the other students of whom 69.5% were employed.

Figure 8: Full-time students in the publicly-funded VET sector by age group, 1998



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Educational background of VET students

Some students undertake VET while still at school (table 18).

- Estimates suggest that about 7% of the 1998 VET students are still attending school, a higher figure than in 1997 (about 5%). This may be a factor in the higher participation of 15 to 17 years old in 1998 compared with 1997.

Table 18: Secondary school status of 1998 VET students

Still attending secondary school	% students 1997	% students 1998
Yes	4.2	5.2
No	69.1	66.4
Not known	26.6	28.4
Total (%)	100.0	100.0
Total ('000)	1,458.6	1,535.2

A small but significant number of students have completed their highest level of schooling recently (table 19).

- At least 10% of the 1998 VET students completed their highest school level in 1997 or 1998.
- About two-thirds of these students are school leavers.
- It is estimated that roughly half (49%) of the VET students who have finished full-time schooling, completed year 12, about 14% year 11, more than one quarter (28%) year 10 and less than 10% year 9 or lower.

Table 19: Year of highest completed level of schooling for 1998 VET students

Year of highest level of schooling	% students 1998
1997 or 1998	9.8
Before 1997	50.8
Not known	39.4
Total (%)	100.0
Total ('000)	1,535.2

Table 20 shows the highest level of educational achievement of students undertaking VET in 1998.

- About a quarter of the students have completed some form of post-secondary education.
- 17.8% of students with post-secondary education have a degree or postgraduate diploma as their highest level of educational achievement, 11.6% an associate or undergraduate diploma, and 28.4% a trade or technician certificate.
- It is estimated that at least half of the 1998 VET students have no prior post-secondary education.
- Students with year 12 as their highest educational achievement are more likely to undertake VET on a full-time basis. They average 312 hours a year each, almost 75% more than the other VET students (179 hours).

Table 20: Highest level of educational achievement of 1998 VET students

Highest level of educational achievement	% Students	% Annual hours	Average hours
Degree or postgraduate diploma	4.4	4.3	200
Associate or undergraduate diploma	2.9	3.4	244
Trade/Technician certificate	7.0	6.9	199
Other certificate	7.6	10.2	275
Unspecified post-secondary education	2.9	1.4	101
Year 12	18.5	28.3	312
Year 10 or 11	20.2	23.5	237
Year 9 or lower	6.0	5.8	198
Unknown	30.7	16.2	108
Total (%)	100.0	100.0	
Total ('000)	1,535.2	312,776.8	204

Training at home: Correspondence students in VET

Students who are enrolled with a VET provider do not necessarily attend at an institute or campus.

In 1998, 6.1% of the 1.54 million VET students learned by standard correspondence in which communication between tutors and students primarily takes place in printed form via the mail system. They accounted for 3.8% of the annual hours delivered in the publicly-funded VET sector in 1998. In this section we consider some of the characteristics of correspondence students.

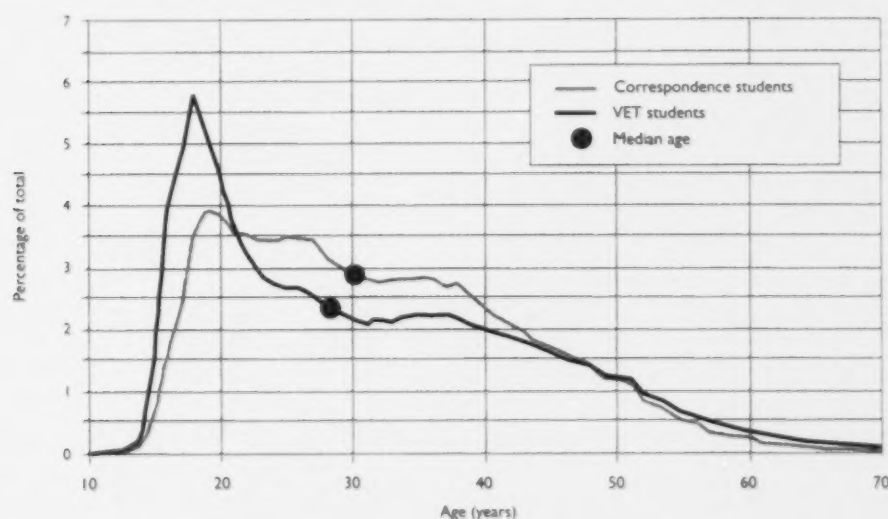
The number of correspondence students and annual hours delivered by correspondence have increased in the last year.

- ▶ While in 1997 85,800, or 5.9%, of the VET students learned by correspondence, this number increased by about 9% to 93,200 (or 6.1% of the VET students) in 1998.
- ▶ In 1998, 11.8 million hours, or 3.8%, of the annual hours in VET were delivered by correspondence, 1.1 million hours more than in 1997 (10.7 million, or 3.5%).

Correspondence students are more likely to be female, older than other VET students, live in rural and remote areas of Australia, and have some form of prior education.

- ▶ Of the 1998 correspondence students, 25,100, or 26.9%, are also enrolled in subjects delivered in a non-correspondence mode.
- ▶ Correspondence students comprise 54.8% females and 45.2% males, in contrast to 48.5% females and 51.5% males for all VET students.
- ▶ Females account for 55.9% of the training hours delivered by correspondence.
- ▶ Students from rural and remote areas of Australia take advantage of the possibility to study by correspondence. 36.5% of the students reside in rural areas and 6.4% in remote areas which contrasts with the pattern for all VET students, 30.1% of whom live in rural regions and 3.5% in remote areas.
- ▶ The median age of correspondence students in 1998 was 30.1 years, 1.8 years more than the median age of the 1998 VET students (figure 9).
- ▶ Students who are enrolled in subjects delivered by correspondence are more likely to have completed some form of prior education qualification (51% with prior education, 49% without). This contrasts with all VET students 38% of whom have prior education and 62% have none.

Figure 9: Single-year age distribution of VET students studying by correspondence



Location

The pattern of VET participation across Australia's geographic regions has not changed significantly over the past two years (table 21).

- ▶ Almost two thirds of the VET students live in metropolitan areas with 58.2% residing in the capital cities and 7.1% in other metropolitan areas.
- ▶ Apart from 1.1% overseas students, the remainder of the students comes from the rural and remote regions of Australia with about 30.1% from rural and 3.5% from remote areas.
- ▶ VET providers who receive public funds attract a small but significant number of full-fee-paying students from overseas. In 1998, 15,600 VET students from outside Australia undertook training in Australia's publicly-funded VET sector. This represents a marginal decrease of 3% over 1997.

Table 21: Student participation and annual hours by geographic region, 1996, 1997 and 1998

Geographic region	1996		1997		1998	
	% students	% annual hours	% students	% annual hours	% students	% annual hours
Capital City	59.8	64.4	58.6	61.7	58.2	61.9
Other Metropolitan	7.1	7.5	7.1	7.5	7.1	7.2
Rural	29.4	24.8	29.6	25.1	30.1	25.4
Remote	3.5	2.6	3.5	2.7	3.5	2.6
Outside Australia	0.3	0.7	1.2	3.0	1.1	2.9
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	1,347.4	284,831.4	1,458.6	302,199.6	1,535.2	312,776.8

Most VET students undertake their training in a local classroom situation or in a related attendance mode. For 94.2% of these students the distance between where they live and where they study (the 'one-way commuter distance') can be estimated¹. The major features of the distance patterns of the 1998 VET students not involved in correspondence education are as follows:

- ▶ The median distance between a student's place of residence and place of training is estimated at 11.8 kilometres (table 23).
- ▶ One-way commuter distances span a very wide range. Of the 1998 VET students 22.0% live closer than five kilometres to their training provider, 44.3% closer than ten kilometres, 66.8% closer than twenty kilometres, 16.0% further than fifty kilometres away from their training provider, 10.0% further than a hundred kilometres and 2.7% further than 500 kilometres (table 22).
- ▶ In each of the four major geographic locations about 20% of the VET students live within five kilometres of their training provider (table 22).
- ▶ As would be expected, the need to travel long distances to undertake training is greater for students in rural and remote areas of Australia.
- ▶ 56.3% of the remote and 34.4% of the rural students travel a one-way distance of more than 50 kilometres for VET, 20.1% of the remote students even further than 500 kilometres. Of the students residing in capital cities, on the other hand, only 4.3% travel one-way distances greater than 50km (table 22).
- ▶ The median commuter distance for rural students (over 80 kilometres) is almost eight times larger than that for students from metropolitan areas (10.5km). Rural students travel a median one-way commuter distance (22.6km) which is more than twice that for metropolitan students (table 23).
- ▶ It is found that males, on average, commute longer distances to undertake VET than females (table 23).
- ▶ Overall, age and commuter behaviour do not seem to be correlated.

Table 22: Distribution of non-correspondence students by one-way commuter distance and geographic region

Geographic region	Commuter distance								distance not known ('000)	students ('000)
	less than 5 km	5 to 10 km	10 to 20 km	20 to 50 km	50 to 100 km	100 to 500 km	more than 500 km	distance known (%)		
Capital city	22.4	26.0	29.2	18.1	1.7	1.3	1.2	100.0	2.1	823.7
Other metropolitan	21.5	24.9	23.0	13.2	8.8	2.4	6.0	100.0	2.0	99.4
Rural	21.4	16.3	10.8	17.1	13.4	18.2	2.8	100.0	1.2	417.0
Remote	19.7	5.3	6.8	11.9	9.3	26.9	20.1	100.0	0.0	47.3
Other									79.8	79.8
Total (%)	22.0	22.3	22.5	17.2	6.0	7.3	2.7	100.0		
Total('000)	311.5	315.8	318.9	244.1	84.8	103.9	37.8	100.0	85.1	1,467.1

Table 23: Estimated one-way median commuter distances for VET students in 1998

		Median Distance (km)
Sex	Males	13.7
	Females	10.4
Geographic region	Capital city	10.5
	Other metropolitan	11.3
	Rural	22.6
	Remote	82.2
All VET students		11.8

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¹⁹Details of the estimation procedure are provided in the technical and explanatory notes.

STATE AND TERRITORY STATISTICS - 1998

New South Wales

New South Wales is Australia's most populous State/Territory, with 33.8% of Australia's resident population.

- ▶ Of all Australian VET students, 33.7% are enrolled with a New South Wales training provider. They account for 33.2% of annual hours.
- ▶ VET students (aged 15 to 64) represent 12.0% of the working age population in New South Wales.
- ▶ Of New South Wales students:
 - ▶ 22.0% are 15 to 19 years old, 17.2% are 20 to 24 years, 34.0% are aged 25 to 39 years and a further 24.9% are 40 to 64 years old, broadly following the national pattern
 - ▶ 51.7% are females and 48.3% male, which represents a much higher female participation than in the rest of Australia²⁰ (46.9% females, 53.1% males)
 - ▶ the majority reside in Sydney (58.3%), with a large rural (28.4%) and other metropolitan base (12.1%). This compares with approximately 63.4% of the NSW resident population living in Sydney.
- ▶ The proportion of annual hours is greatest for courses in the fields of study of business, administration and economics (20.4%), VET multi-field education (19.9%), and engineering and surveying (15.7%).
- ▶ For areas of learning the proportion of annual hours is greatest for administration, business, economics and law (18.2%), engineering and processing (14.2%), and social, educational and employment skills (13.3%).

Age	% females	% males	% students	Geographic region	% females	% males	% students
15-19	19.2	25.1	22.0	Sydney	58.7	57.8	58.3
20-24	15.4	19.1	17.2	Other metropolitan	11.6	12.7	12.1
25-39	35.3	32.5	34.0	Rural	28.7	28.2	28.4
40-64	28.2	21.3	24.9	Remote	0.7	0.9	0.8
Other	1.9	2.0	2.0	Outside Australia	0.3	0.5	0.4
Total (%)	100.0	100.0	100.0	Total (%)	100.0	100.0	100.0
% students	51.7	48.3	100.0	% students	51.7	48.3	100.0
Total ('000)	78.4	70.8	149.2	Total ('000)	78.4	70.8	149.2

Courses	% students	% annual hours	Subjects	% students	% annual hours
Field of study			Area of learning		
Land and marine resources, animal husbandry	8.9	5.2	Humanities	28.4	8.2
Architecture, building	5.3	6.9	Social studies	4.8	2.5
Art, humanities and social sciences	8.4	6.2	Education	2.2	0.5
Business, administration, economics	21.0	20.4	Sciences	7.6	2.8
Education	1.2	0.4	Mathematics, computing	34.6	12.2
Engineering, surveying	13.0	15.7	Visual/performing arts	4.7	4.5
Health, community services	8.0	8.2	Engineering, processing	16.3	14.2
Law, legal studies	0.1	0.1	Health sciences	23.2	6.6
Science	12.5	7.2	Administration, business, economics, law	33.4	18.2
Veterinary science, animal care	0.1	0.2	Built environment	6.6	6.0
Services, hospitality, transportation	10.7	9.6	Agriculture, renewable resources	10.1	4.6
VET multi-field education	16.8	19.9	Hospitality, tourism and personal services	10.7	6.4
Subject only - no course	0.0	0.0	Social, educational and employment skills	30.8	13.3
Total (%)	100.0	100.0	Total (%)	100.0	100.0
Total ('000)	516.9	103,948.0	Total ('000)	516.9	103,948.0

²⁰ Australia excluding New South Wales

Victoria

Victoria is Australia's second most populous State/Territory, with 24.9% of Australia's resident population. It has a higher population density than any other State/Territory except the ACT.

- ▶ Of all Australian VET students, 27.9% are enrolled with a training provider in Victoria. They account for 27.6% of annual hours.
- ▶ VET students (aged 15 to 64) represent 13.5% of the working age population in Victoria.
- ▶ Of Victorian students:
 - ▶ 16.7% are 15 to 19 years old, 17.7% are 20 to 24 years, 36.1% are aged 25 to 39 years and a further 27.6% are 40 to 64 years old, which represents a lower participation of 15 to 19 year olds than in the rest of Australia²¹ (23.2%).
 - ▶ 54.4% are male and 45.6% female, which represents a higher male participation than in the rest of Australia²¹ (50.4% males, 49.6% females)
 - ▶ the majority reside in Melbourne (60.0%) with a large proportion living in rural (33.8%) geographic regions. This contrasts with the geographic distribution of Victoria's resident population of whom approximately 72.4% live in Melbourne.
- ▶ The proportion of annual hours is greatest for courses in the fields of study of business, administration and economics (22.0%), engineering and surveying (17.7%) and VET multi-field education (15.5%).
- ▶ For areas of learning the proportion of annual hours is greatest for administration, business, economics and law (19.3%), social, educational and employment skills (14.4%), and engineering and processing (14.0%).

Age	% females	% males	% students	Geographic region	% females	% males	% students
15-19	26.4	28.0	27.3	Brisbane	46.3	45.8	46.0
20-24	15.0	17.0	16.1	Other metropolitan	12.5	12.0	12.3
25-39	31.5	32.2	31.9	Rural	34.9	35.0	34.9
40-64	25.8	21.5	23.5	Remote	5.4	6.4	5.9
Other	1.3	1.3	1.3	Outside Australia	1.0	0.8	0.9
Total (%)	100.0	100.0	100.0	Total (%)	100.0	100.0	100.0
% students	45.7	54.3	100.0	% students	45.7	54.3	100.0
Total ('000)	118.7	141.2	260.0	Total ('000)	118.7	141.2	260.0

Courses			Subjects		
Field of study	% students	% annual hours	Area of learning	% students	% annual hours
Land and marine resources, animal husbandry	5.3	3.5	Humanities	23.8	7.9
Architecture, building	6.4	6.9	Social studies	3.9	2.0
Art, humanities and social sciences	6.9	8.9	Education	4.3	1.0
Business, administration, economics	23.2	22.0	Sciences	11.2	3.2
Education	1.5	0.6	Mathematics, computing	31.4	10.6
Engineering, surveying	16.8	17.7	Visual/performing arts	4.7	4.4
Health, community services	8.3	7.7	Engineering, processing	22.4	14.0
Law, legal studies	0.3	0.5	Health sciences	23.4	6.7
Science	4.7	2.2	Administration, business, economics, law	34.5	19.3
Veterinary science, animal care	0.2	0.2	Built environment	6.7	5.7
Services, hospitality, transportation	15.3	14.2	Agriculture, renewable resources	6.9	3.5
VET multi-field education	20.3	15.5	Hospitality, tourism and personal services	11.0	7.5
Subject only - no course	0.0	0.0	Social, educational and employment skills	33.7	14.4
Total (%)	100.0	100.0	Total (%)	100.0	100.0
Total ('000)	429.1	86,413.4	Total ('000)	429.1	86,413.4

²¹ Australia excluding Victoria

Queensland

Queensland is Australia's second largest State/Territory in land area and the most decentralised in terms of population distribution. 18.4% of Australia's residents live in Queensland.

- ▶ Of all Australian VET students, 16.9% are enrolled with a training provider in Queensland. They account for 18.1% of annual hours.
- ▶ VET students (aged 15 to 64) represent 11.1% of the working age population in Queensland.
- ▶ Of Queensland students:
 - ▶ 27.3% are 15 to 19 years old, 16.1% are 20 to 24 years, 31.9% are aged 25 to 39 years and a further 23.5% are 40 to 64 years old, which represents a higher participation of 15 to 19 year olds than in the rest of Australia²² (20.1%)
 - ▶ 54.3% are male and 45.7% female, which represents a higher male participation than in the rest of Australia²² (50.9% males, 49.1% females)
 - ▶ the majority reside in Brisbane (46.0%) with a large rural (34.9%) and other metropolitan base (12.3%). This compares with the geographic distribution of Queensland's residential population of whom approximately 45.9% live in Brisbane, 35.6% in rural and 13.5% in other metropolitan areas.
- ▶ The proportion of annual hours is greatest for courses in the fields of study of business, administration and economics (19.3%), services, hospitality and transportation (15.4%), and engineering and surveying (15.3%).
- ▶ For areas of learning the proportion of annual hours is greatest for administration, business, economics and law (22.0%), social, educational and employment skills (16.7%), and engineering and processing (12.4%).

Age	% females	% males	% students	Geographic region	% females	% males	% students
15-19	26.4	28.0	27.3	Brisbane	46.3	45.8	46.0
20-24	15.0	17.0	16.1	Other metropolitan	12.5	12.0	12.3
25-39	31.5	32.2	31.9	Rural	34.9	35.0	34.9
40-64	25.8	21.5	23.5	Remote	5.4	6.4	5.9
Other	1.3	1.3	1.3	Outside Australia	1.0	0.8	0.9
Total (%)	100.0	100.0	100.0	Total (%)	100.0	100.0	100.0
% students	45.7	54.3	100.0	% students	45.7	54.3	100.0
Total ('000)	118.7	141.2	260.0	Total ('000)	118.7	141.2	260.0

Courses Field of study	% students	% annual hours	Subjects Area of learning	% students	% annual hours
Land and marine resources, animal husbandry	4.8	5.1	Humanities	26.3	6.6
Architecture, building	6.1	6.1	Social studies	2.7	0.9
Art, humanities and social sciences	6.6	7.2	Education	14.3	3.5
Business, administration, economics	23.3	19.3	Sciences	10.7	2.2
Education	6.3	3.3	Mathematics, computing	27.7	8.5
Engineering, surveying	17.8	15.3	Visual/performing arts	3.9	3.5
Health, community services	15.6	11.7	Engineering, processing	19.4	12.4
Law, legal studies	1.6	1.1	Health sciences	31.6	7.3
Science	5.1	3.9	Administration, business, economics, law	39.7	22.0
Veterinary science, animal care	0.2	0.2	Built environment	6.4	4.9
Services, hospitality, transportation	14.3	15.4	Agriculture, renewable resources	5.1	4.0
VET multi-field education	23.4	11.6	Hospitality, tourism and personal services	11.5	7.8
Subject only - no course	0.0	0.0	Social, educational and employment skills	45.0	16.7
Total (%)	100.0	100.0	Total (%)	100.0	100.0
Total ('000)	260.0	56,536.4	Total ('000)	260.0	56,536.4

²²Australia excluding Queensland

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Western Australia

Western Australia is Australia's largest State/Territory in land area. However, it has just 9.8% of Australia's resident population, most living in the south-west.

- ▶ Of all Australian VET students, 7.5% are enrolled with a training provider in Western Australia. They account for 9.0% of annual hours.
- ▶ VET students (aged 15 to 64) represent 9.1% of the working age population in Western Australia.
- ▶ Of Western Australian students:
 - ▶ 24.7% are 15 to 19 years old, 17.8% are 20 to 24 years, 34.1% are aged 25 to 39 years and a further 22.2% are 40 to 64 years old, which represents a higher participation of 15 to 24 year olds than in the rest of Australia²¹ (37.9%)
 - ▶ 53.1% are male and 46.9% female, which compares with the rest of Australia²¹ (51.4% males, 48.6% females)
 - ▶ the majority reside in Perth (63.6%) with rural (19.7%) and remote (15.3%) geographic regions accounting for the remainder. This contrasts with the geographic distribution of the Western Australian resident population of whom approximately 73.4% live in the Perth, 16.9% in rural and 9.7% in remote areas.
- ▶ The proportion of annual hours is greatest for courses in the fields of study of engineering and surveying (20.6%), business, administration and economics (14.6%), and art, humanities and social sciences (12.0%).
- ▶ For areas of learning the proportion of annual hours is greatest for engineering and processing (16.1%), administration, business, economics and law (14.5%), and social, educational and employment skills (14.0%).

Age	% females	% males	% students	Geographic region	% females	% males	% students
15-19	16.6	20.7	18.5	Adelaide	72.8	71.1	72.0
20-24	12.9	15.1	13.9	Other metropolitan	0.0	0.1	0.1
25-39	35.0	34.3	34.7	Rural	23.9	24.8	24.3
40-64	32.6	27.1	30.0	Remote	2.6	3.1	2.9
Other	3.0	2.8	2.9	Outside Australia	0.6	0.9	0.7
Total (%)	100.0	100.0	100.0	Total (%)	100.0	100.0	100.0
% students	52.6	47.4	100.0	% students	52.6	47.4	100.0
Total ('000)	78.4	70.8	149.2	Total ('000)	78.4	70.8	149.2

Courses Field of study	% students	% annual hours	Subjects Area of learning	% students	% annual hours
Land and marine resources, animal husbandry	6.8	5.0	Humanities	27.9	6.9
Architecture, building	4.8	6.7	Social studies	2.6	1.3
Art, humanities and social sciences	10.9	12.0	Education	3.0	0.6
Business, administration, economics	18.3	14.6	Sciences	8.6	2.4
Education	2.2	1.4	Mathematics, computing	32.5	10.9
Engineering, surveying	17.5	20.6	Visual/performing arts	7.9	7.2
Health, community services	7.6	9.2	Engineering, processing	22.6	16.1
Law, legal studies	0.9	1.1	Health sciences	27.8	8.8
Science	10.0	6.9	Administration, business, economics, law	32.3	14.5
Veterinary science, animal care	0.4	0.3	Built environment	7.8	6.5
Services, hospitality, transportation	8.5	10.7	Agriculture, renewable resources	8.8	3.9
VET multi-field education	19.3	11.4	Hospitality, tourism and personal services	9.4	7.0
Subject only - no course	0.0	0.0	Social, educational and employment skills	35.1	14.0
Total (%)	100.0	100.0	Total (%)	100.0	100.0
Total ('000)	115.0	28,199.9	Total ('000)	115.0	28,199.9

²¹Australia excluding Western Australia

South Australia

South Australia is a sparsely settled State with 7.9% of Australia's resident population. Most of South Australia's residents live in the south-east.

- ▶ Of all Australian VET students, 9.7% are enrolled with a training provider in South Australia. They account for 6.9% of annual hours.
- ▶ VET students (aged 15 to 64) represent 14.8% of the working age population in South Australia.
- ▶ Of South Australian students:
 - ▶ 18.5% are 15 to 19 years old, 13.9% are 20 to 24 years, 34.7% are aged 25 to 39 years and a further 30.0% are 40 to 64 years old, which represents a lower participation of 15 to 24 year olds and a higher participation of 40 to 64 year olds than in the rest of Australia²⁴ (38.9% and 25.1%, respectively).
 - ▶ 52.6% are female and 47.4% male, which represents a higher female participation than in the rest of Australia²⁴ (48.1% females, 51.9% males)
 - ▶ the majority reside in Adelaide (72.0%) with rural geographic regions accounting for most of the remainder (24.3%). This compares with the geographic distribution of the South Australian resident population of whom approximately 73.5% live in Adelaide and 24.3% in rural areas.
- ▶ The proportion of annual hours is greatest for courses in the fields of study of VET multi-field education (22.6%), business, administration and economics (14.9%), and services, hospitality and transportation (13.6%).
- ▶ For areas of learning the proportion of annual hours is greatest for administration, business, economics and law (16.7%), hospitality, tourism and personal services (16.7%), and social, educational and employment skills (13.8%).

Age	% females	% males	% students	Geographic region	% females	% males	% students
15-19	16.6	20.7	18.5	Adelaide	72.8	71.1	72.0
20-24	12.9	15.1	13.9	Other metropolitan	0.0	0.1	0.1
25-39	35.0	34.3	34.7	Rural	23.9	24.8	24.3
40-64	32.6	27.1	30.0	Remote	2.6	3.1	2.9
Other	3.0	2.8	2.9	Outside Australia	0.6	0.9	0.7
Total (%)	100.0	100.0	100.0	Total (%)	100.0	100.0	100.0
% students	52.6	47.4	100.0	% students	52.6	47.4	100.0
Total ('000)	78.4	70.8	149.2	Total ('000)	78.4	70.8	149.2

Courses Field of study	% students	% annual hours	Subjects Area of learning	% students	% annual hours
Land and marine resources, animal husbandry	4.0	6.5	Humanities	20.1	6.3
Architecture, building	3.1	4.4	Social studies	2.3	0.8
Art, humanities and social sciences	4.9	7.1	Education	1.3	0.3
Business, administration, economics	16.2	14.9	Sciences	5.8	2.5
Education	2.5	1.9	Mathematics, computing	26.0	10.3
Engineering, surveying	9.0	12.8	Visual/performing arts	8.8	5.1
Health, community services	6.0	7.9	Engineering, processing	14.9	11.9
Law, legal studies	1.1	1.0	Health sciences	17.2	7.2
Science	4.3	5.4	Administration, business, economics, law	27.8	16.7
Veterinary science, animal care	0.2	0.4	Built environment	4.8	3.9
Services, hospitality, transportation	10.0	13.6	Agriculture, renewable resources	6.1	4.5
VET multi-field education	33.9	22.6	Hospitality, tourism and personal services	24.5	16.7
Subject only - no course	14.5	1.4	Social, educational and employment skills	27.6	13.8
Total (%)	100.0	100.0	Total (%)	100.0	100.0
Total ('000)	149.2	21,499.5	Total ('000)	149.2	21,499.5

²⁴Australia excluding South Australia

Tasmania

Tasmania is Australia's only island State. Its land area and population (2.5% of Australia's population) are small relative to the rest of Australia.

- ▶ Of all Australian VET students, 1.9% are enrolled with a training provider in Tasmania. They account for 2.2% of annual hours.
- ▶ VET students (aged 15 to 64) represent 9.3% of the working age population in Tasmania.
- ▶ Of Tasmanian students:
 - ▶ 25.7% are 15 to 19 years old, 16.1% are 20 to 24 years, 33.4% are aged 25 to 39 years and a further 23.9% are 40 to 64 years old, which represents a higher participation of 15 to 19 year olds than in the rest of Australia²⁵ (21.3%).
 - ▶ 55.5% are male and 44.5% female, which represents a higher male participation than in the rest of Australia²⁵ (51.4% males, 48.6% females)
 - ▶ the majority reside in rural areas (58.4%) with Hobart accounting for most of the remainder (39.4%). This compares with the geographic distribution of the Tasmanian resident population of whom approximately 57.0% live in rural areas and 41.8% in Hobart. The larger rural base is due to the definitions of geographic regions as they apply to Tasmania.
- ▶ The proportion of annual hours is greatest for courses in the fields of study of engineering and surveying (20.5%), business, administration and economics (20.3%), and services, hospitality and transportation (17.4%).
- ▶ For areas of learning the proportion of annual hours is greatest for administration, business, economics and law (22.0%) engineering and processing (17.2%), and mathematics and computing (12.2%).

Age	% females	% males	% students	Geographic region	% females	% males	% students
15-19	23.1	27.8	25.7	Hobart	38.7	40.0	39.4
20-24	15.3	16.8	16.1	Other metropolitan	0.1	0.1	0.1
25-39	34.0	33.0	33.4	Rural	59.4	57.6	58.4
40-64	27.0	21.5	23.9	Remote	1.2	1.8	1.5
Other	0.7	1.0	0.8	Outside Australia	0.6	0.5	0.6
Total (%)	100.0	100.0	100.0	Total (%)	100.0	100.0	100.0
% students	44.5	55.5	100.0	% students	44.5	55.5	100.0
Total ('000)	12.9	16.1	29.0	Total ('000)	12.9	16.1	29.0

Courses Field of study	% students	% annual hours	Subjects Area of learning	% students	% annual hours
Land and marine resources, animal husbandry	6.8	6.3	Humanities	25.7	5.2
Architecture, building	5.2	4.4	Social studies	3.6	1.4
Art, humanities and social sciences	5.9	9.8	Education	4.8	0.6
Business, administration, economics	28.2	20.3	Sciences	8.6	2.0
Education	9.2	2.9	Mathematics, computing	36.1	12.2
Engineering, surveying	19.2	20.5	Visual/performing arts	5.7	4.6
Health, community services	8.0	6.8	Engineering, processing	25.6	17.2
Law, legal studies	0.4	0.3	Health sciences	34.2	8.1
Science	4.4	5.3	Administration, business, economics, law	42.7	22.0
Veterinary science, animal care	0.0	0.0	Built environment	7.4	3.9
Services, hospitality, transportation	16.4	17.4	Agriculture, renewable resources	7.7	4.2
VET multi-field education	7.6	6.0	Hospitality, tourism and personal services	13.7	8.8
Subject only - no course	0.0	0.0	Social, educational and employment skills	33.2	9.7
Total (%)	100.0	100.0	Total (%)	100.0	100.0
Total ('000)	29.0	6,774.6	Total ('000)	29.0	6,774.6

²⁵ Australia excluding Tasmania

Northern Territory

The Northern Territory is physically large but has a relatively small population (1.0% of Australia's population), many of Aboriginal or Torres Strait Islander background (between 28% and 29%²⁶).

- ▶ Of all Australian VET students, 1.1% are enrolled with a training provider in the Northern territory. They account for 1.0% of annual hours.
- ▶ VET students (aged 15 to 64) represent 13.1% of the working age population in the Northern Territory.
- ▶ Of Northern Territory students:
 - ▶ 20.2% are 15 to 19 years old, 15.9% are 20 to 24 years, 39.5% are aged 25 to 39 years and a further 22.9% are 40 to 64 years old, which represents a higher participation of 25 to 39 year olds than in the rest of Australia²⁶ (34.3%)
 - ▶ 50.8% are male and 49.2% female, which compares with the rest of Australia²⁷ (51.5% males, 48.5% females)
 - ▶ the majority reside equally remote geographic regions (47.9%) and in Darwin (45.4%). This compares with the geographic distribution of the Northern Territory resident population of whom approximately 49.3% live in remote geographic areas and 45.9% in Darwin.
- ▶ The proportion of annual hours is greatest for courses in the fields of study of business, administration and economics (17.5%), VET multi-field education (16.8%), and health and community services (14.2%).
- ▶ For areas of learning the proportion of annual hours is greatest for administration, business, economics and law (16.0%), engineering and processing (14.2%), and social, educational and employment skills (13.5%).

Age	% females	% males	% students	Geographic region	% females	% males	% students
15-19	18.0	22.4	20.2	Darwin	44.7	46.1	45.4
20-24	14.1	17.6	15.9	Other metropolitan	0.3	0.4	0.3
25-39	40.8	38.3	39.5	Rural	5.5	5.9	5.7
40-64	25.5	20.5	22.9	Remote	48.8	46.9	47.9
Other	1.6	1.3	1.5	Outside Australia	0.6	0.7	0.7
Total (%)	100.0	100.0	100.0	Total (%)	100.0	100.0	100.0
% students	49.2	50.8	100.0	% students	49.2	50.8	100.0
Total ('000)	8.7	8.9	17.6	Total ('000)	8.7	8.9	17.6

Courses Field of study	% students	% annual hours	Subjects Area of learning	% students	% annual hours
Land and marine resources, animal husbandry	10.8	11.1	Humanities	29.6	10.3
Architecture, building	3.1	5.0	Social studies	3.4	1.4
Art, humanities and social sciences	8.9	8.3	Education	5.0	0.9
Business, administration, economics	19.3	17.5	Sciences	5.1	1.1
Education	6.5	2.5	Mathematics, computing	27.2	8.7
Engineering, surveying	8.2	11.3	Visual/performing arts	7.3	4.5
Health, community services	13.3	14.2	Engineering, processing	19.2	14.2
Law, legal studies	0.1	0.1	Health sciences	37.6	12.9
Science	1.2	0.7	Administration, business, economics, law	32.8	16.0
Veterinary science, animal care	0.0	0.0	Built environment	6.8	4.6
Services, hospitality, transportation	9.7	9.6	Agriculture, renewable resources	10.5	7.3
VET multi-field education	17.3	16.8	Hospitality, tourism and personal services	8.4	4.5
Subject only - no course	10.2	3.0	Social, educational and employment skills	34.6	13.5
Total (%)	100.0	100.0	Total (%)	100.0	100.0
Total ('000)	17.6	3,253.4	Total ('000)	17.6	3,253.4

²⁶based on experimental projections of the indigenous population, 1996 to 2006, ABS catalogue number 3231.0

²⁷Australia excluding the Northern Territory

Australian Capital Territory

The Australian Capital Territory is essentially a city-state, with 1.6% of Australia's residential population. It is the smallest of Australia's States and Territories but has the highest population density.

- ▶ Of all Australian VET students, 1.2% are enrolled with a training provider in the Australian Capital Territory. They account for 2.0% of annual hours.
- ▶ VET students (aged 15 to 64) represent 8.4% of the working age population in the Australian Capital Territory.
- ▶ Of students enrolled with a training provider in the ACT:
 - ▶ 23.0% are 15 to 19 years old, 24.8% are 20 to 24 years, 33.6% are aged 25 to 39 years and a further 18.0% are 40 to 64 years old, which represents a higher participation of 20 to 24 year olds and a lower participation of 40 to 64 year olds than in the rest of Australia²⁸ (16.8% and 25.7%, respectively)
 - ▶ 51.8% are male and 48.2% female, which compares with the rest of Australia²⁸ (51.5% males, 48.5% females)
 - ▶ the majority reside in Canberra (91.2%) owing to the nature of the Australian Capital Territory with all its population living in Canberra.
- ▶ The proportion of annual hours is greatest for courses in the fields of study of business, administration and economics (19.2%), art, humanities and social sciences (18.6%), and services, hospitality and transportation (16.6%).
- ▶ For areas of learning the proportion of annual hours is greatest for administration, business, economics and law (16.9%), mathematics and computing (14.8%), and social, educational and employment skills (13.5%).

Age	% females	% males	% students	Geographic region	% females	% males	% students
15-19	21.6	24.2	23.0	Canberra	93.1	89.5	91.2
20-24	21.8	27.6	24.8	Other metropolitan	0.9	0.9	0.9
25-39	35.0	32.3	33.6	Rural	4.0	7.0	5.5
40-64	21.0	15.3	18.0	Remote	0.1	0.0	0.1
Other	0.6	0.5	0.5	Outside Australia	1.9	2.6	2.3
Total (%)	100.0	100.0	100.0	Total (%)	100.0	100.0	100.0
% students	48.2	51.8	100.0	% students	48.2	51.8	100.0
Total ('000)	8.9	9.6	18.5	Total ('000)	8.9	9.6	18.5

Courses			Subjects		
Field of study	% students	% annual hours	Area of learning	% students	% annual hours
Land and marine resources, animal husbandry	3.7	3.7	Humanities	36.6	6.8
Architecture, building	5.2	5.4	Social studies	3.4	2.6
Art, humanities and social sciences	12.0	18.6	Education	6.3	0.8
Business, administration, economics	25.9	19.2	Sciences	15.2	3.5
Education	1.9	0.8	Mathematics, computing	42.0	14.8
Engineering, surveying	12.6	10.5	Visual/performing arts	6.5	4.4
Health, community services	11.8	11.6	Engineering, processing	16.2	8.7
Law, legal studies	1.3	0.8	Health sciences	28.1	8.0
Science	5.5	5.8	Administration, business, economics, law	45.9	16.9
Veterinary science, animal care	0.6	0.9	Built environment	7.1	4.6
Services, hospitality, transportation	12.7	16.6	Agriculture, renewable resources	5.5	2.9
VET multi-field education	8.6	6.1	Hospitality, tourism and personal services	14.0	12.6
Subject only - no course	0.0	0.0	Social, educational and employment skills	31.4	13.5
Total (%)	100.0	100.0	Total (%)	100.0	100.0
Total ('000)	18.5	6,151.7	Total ('000)	18.5	6,151.7

²⁸Australia excluding the Australian Capital Territory

NOTES

Scope

The figures reported in this publication are derived from the national collection of VET provider and financial data, and relate to VET programs which are funded wholly or in part from public funds allocated for VET.

In accordance with the National VET Statistical Information program, some exclusions are made to ensure consistency and comparability in reporting. The exclusions are:

- ▶ activity in recreation, leisure and personal enrichment programs ('stream 1000'), which is reported in a separate publication
- ▶ VET provider campuses which are located outside Australia
- ▶ fee-for-service delivery by private providers

Technical and explanatory notes

Age

Student ages for the 1998 collection are calculated as the difference in years between June 30, 1998 and the student's date of birth.

Annual growth rate

Annual growth rates are compound growth rates calculated under the assumption of constant growth over the time period under consideration.

Example: A growth of 33.1% over a three-year period corresponds to an annual growth rate of 10.0%.

In this publication, all annual growth rates are calculated based on the growth that occurred between December 31, 1996 and December 31, 1998.

Annual hours

Annual hours are a measure of total delivery. They are based on the standard curriculum hours for each subject (module) undertaken.

Area of learning

A categorisation used to describe the primary content of a subject (module) independent of the context in which it may be taught.

Community education providers

Community education training organisations which have provided information to the data collection.

Commuter distance

A commuter distance as reported in this publication is determined as the 'crows flight distance' between the population-weighted centroids of the student's residential postcode and the training provider's postcode. Corrections have been made where huge discrepancies between 'crows flight' and travel distances are expected, like, for instance, in the areas around Sydney Harbour or around Port Phillip Bay in Victoria.

Course

A structured sequence of vocational education and training that leads to the acquisition of identified competencies and which, if submitted for accreditation, may lead to a qualification.

Delivery strategy

A classification that describes the approach adopted to deliver the material in a subject (module). In the present publication we distinguish between external (correspondence) delivery which includes standard correspondence learning, and attendance (non-correspondence) delivery which mainly includes teacher-directed delivery in a local classroom situation or by some other form of communication system, scheduled and unscheduled self-paced learning, and workplace delivery.

Enrolment

The registration of a student at a training provider location for the purpose of undertaking a course or subject (module). The enrolment is considered valid only if all fee obligations have been met and the student has attended at least one lesson or submitted at least one unit of work.

Field of study

A classification which describes the principal subject matter of a course.

Funding source

A classification that describes the source of funding associated with a subject enrolment.

Geographic region

A classification developed to provide locational information about the place of residence and the place of training.

Other government providers

Government training organisations other than TAFE who have provided information to the data collection. e.g. universities providing VET, agricultural colleges in some States and Territories, etc.

Private providers

Private sector organisations that provide training to individuals and industry.

Program of training

A course or subject offered by a training organisation in which students may enrol.

Provider type:

Providers are classified as "TAFE and other government", "community education" or "private provider" according to their primary role in the delivery of training.

Qualification issued

A recognised qualification or official statement issued to a student which certifies that he or she has successfully completed a program of study or has met the specified requirements by an approved, equivalent process.

Student

An individual who has enrolled in at least one subject during 1998.

Subject (module)

A unit of education or training, usually part of a course, in which a student may enrol and be formally assessed.

Subject outcomes

A classification that describes the types of outcome which may be attained as a result of a client undertaking a subject (module).

Successfully completed subjects (modules)

Based on subject enrolments, the number of students, enrolments and annual hours where the subject outcome reported is "student assessed - passed" or "satisfactory completion of class hours".

TAFE

Technical and further education

TAFE providers

TAFE training organisations which have provided information to the data collection.

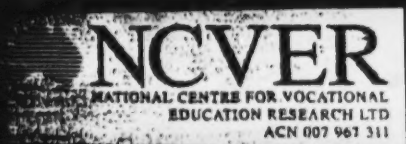
Vocational programs

Vocational programs are identified by the type of program undertaken by the student. If a student is enrolled in a program whose courses or subjects (modules) are classified to streams 2100-4500 then he/she is reported as undertaking a vocational program.

VET

Vocational education and training

1834421453487546734421454537856895684568874581
1345654656769780978956865438956486748647964795
1569569569567832521312432645753624421323645845
1323174538566132312645387345854562353487569675
1344214534875467344214545378568956845688745812
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1978097895686543895648674864796479569569569569
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